



Kent Academic Repository

Bellingrath, Silja, Wimmer, Lena Franziska and von Stockhausen, Lisa (2017) *Effects of a mindfulness intervention for student teachers on depressive symptoms, affect and emotion regulation*. In: 75th Annual Scientific Meeting of the American Psychosomatic Society (APS), March 2017, Sevilla, Spain. (Unpublished)

Downloaded from

<https://kar.kent.ac.uk/69273/> The University of Kent's Academic Repository KAR

The version of record is available from

This document version

Presentation

DOI for this version

Licence for this version

CC BY-NC-ND (Attribution-NonCommercial-NoDerivatives)

Additional information

Versions of research works

Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in *Title of Journal*, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries

If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).

Effects of a mindfulness intervention for student teachers on depressive symptoms, affect and emotion regulation

Silja Bellingrath, Lena Wimmer & Lisa von Stockhausen
Department of Psychology, University of Duisburg-Essen, Germany

Introduction

Educator stress and burnout are not only the cause for negative health consequences in teachers (Bauer et al. 2007; Bellingrath et al. 2009), they also impact negatively on educational performance and thus diminish future prospects and learning behavior of students (Klusmann et al. 2008). Therefore, it should be an important element in the education of young teachers, to increase self-regulatory capacities to manage job-related stress. Mindfulness training, which aims to increase the ability to “pay attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment” (Kabat-Zinn, 2003, p. 145), has been shown to successfully improve health and well-being in clinical as well as workplace settings (Kuyken et al. 2016; Hülsheger et al. 2013). The implementation of mindfulness training in the university context could support the development of adequate stress-management strategies early on and support a successful career start.

Study Question

The present study therefore investigated the effects of a university-based mindfulness intervention for teacher students on affect and emotion regulation.

Methods

A mindfulness based stress reduction course based on the approach of Kabat-Zinn (2003) was adapted to fit the context of a university seminar. Teacher students received biweekly mindfulness classes and were instructed to practice daily meditation exercises (bodyscan and sitting meditation). To identify effects specific to the mindfulness training an active control group received a phenomenologically oriented training of awareness, where participants mainly reflected on their own phenomenal consciousness by asking themselves questions such as “Am I conscious now?”

group	t1	treatment over 1 semester	t2
mindfulness group (n=104)	pretest	mindfulness training, incl. sitting meditation, body scan	posttest
active controls (n=48)	pretest	phenomenological awareness training	posttest
passive controls (n=33)	pretest	-	posttest

Participants: 180 university students (age: mean=24.92, SD=3.53; gender: 38.33% male)

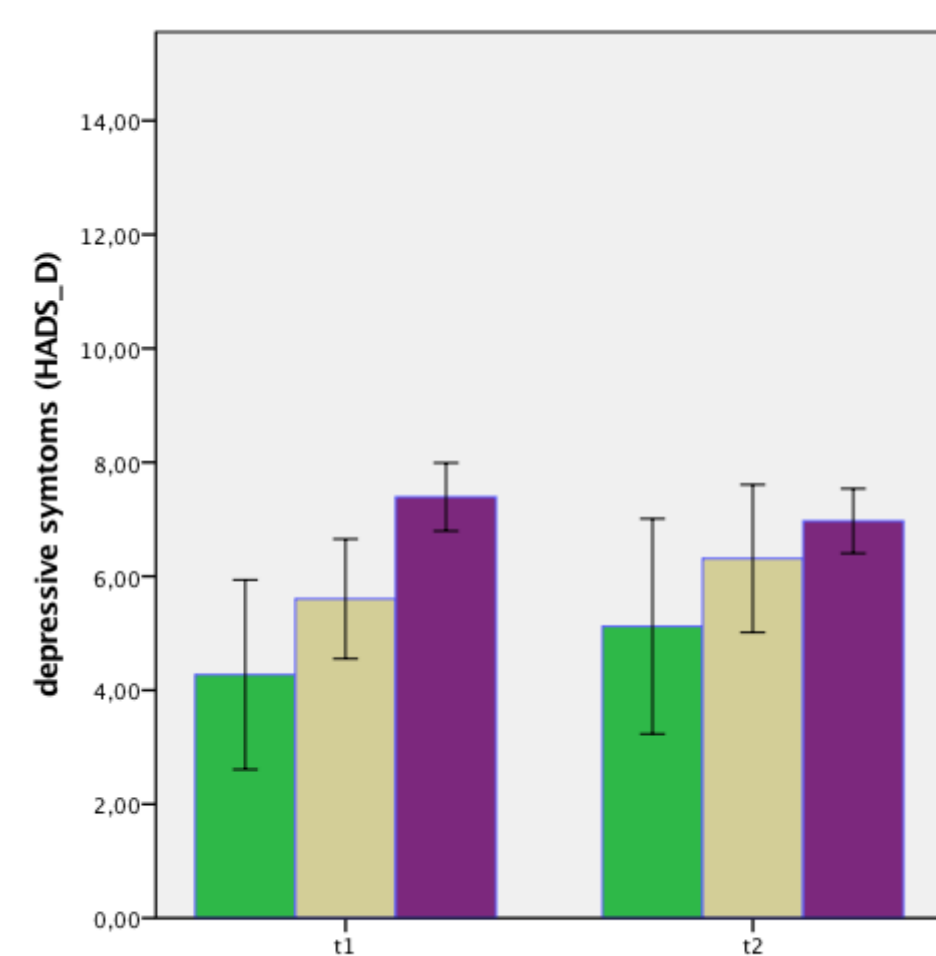
Dependent Measures: Questionnaires measuring depressive affect, mood and emotion regulation

- Hospital Anxiety and Depression Scale (HADS)
- Positive and Negative Affect Schedule (PANAS)
- Emotion Regulation Questionnaire (ERQ)

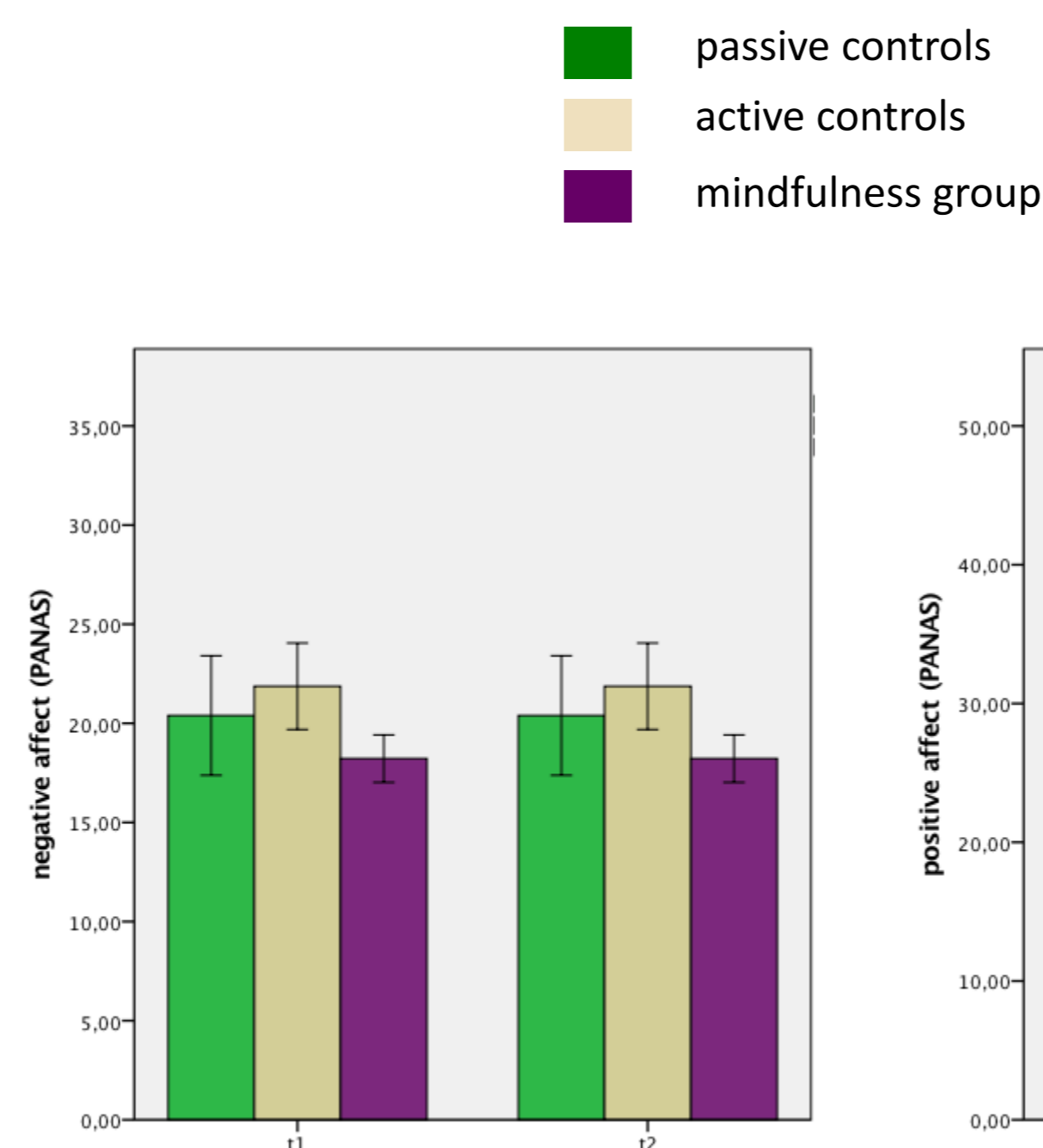
Statistics: Linear mixed-effects models, using R

- Contrasts: passive control vs. mindfulness training, passive control vs. active control
- Predictors: participant, participant gender, time of measurement (pre- vs. posttest), group, interaction time x group

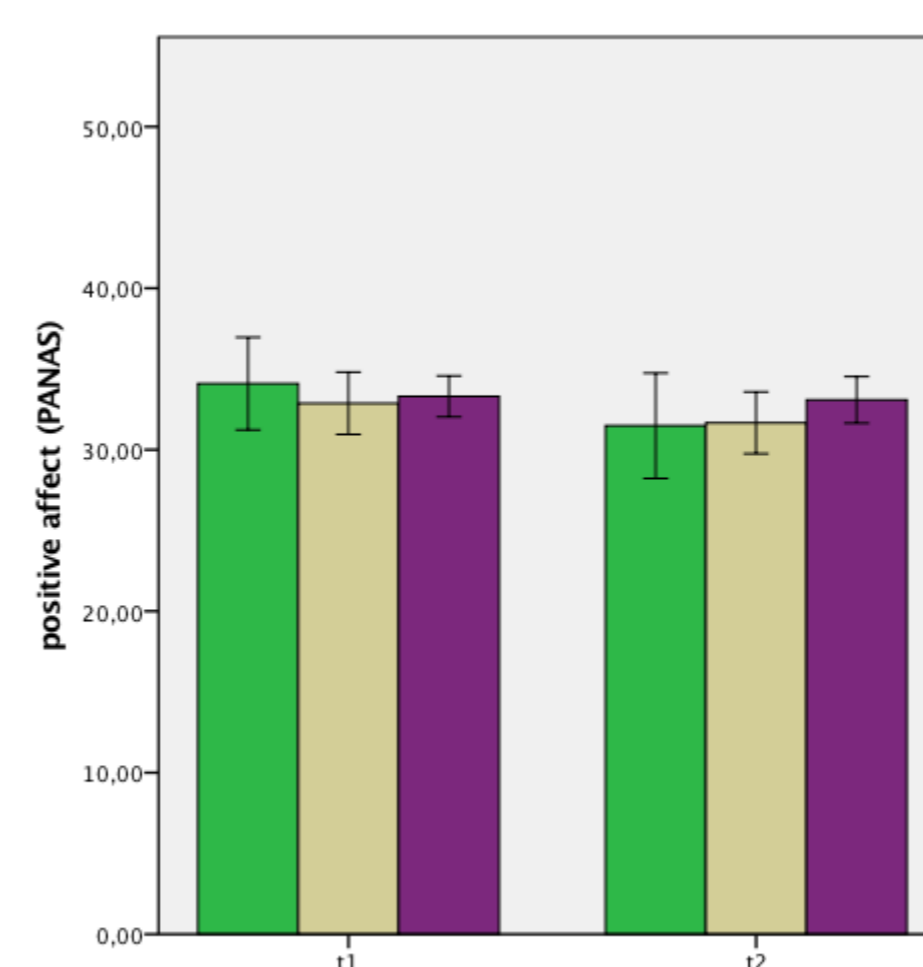
Results



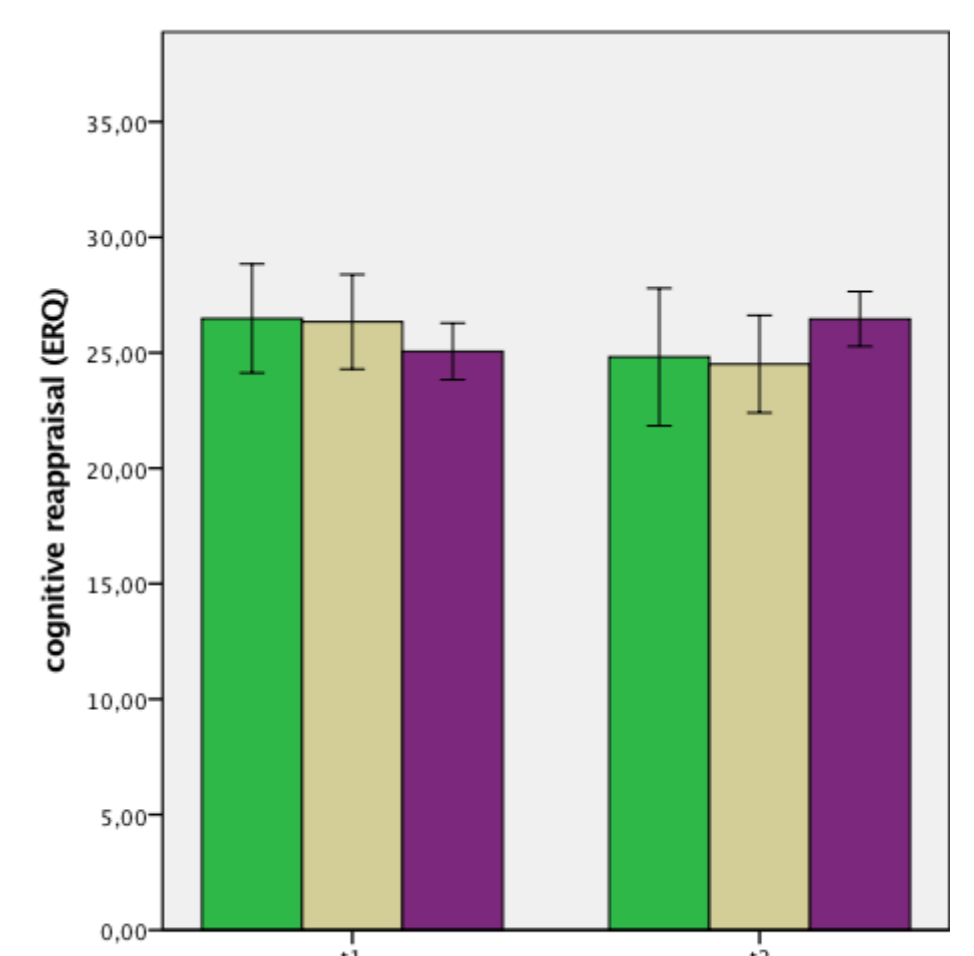
passive controls vs. mindfulness group:
 $b = -0.61$, $t_{(181)} = -3.08$, $p = .00$, $r = .22$



passive controls vs. mindfulness group:
 $b = -0.82$, $t_{(181)} = -1.98$, $p = .05$, $r = .15$



passive controls vs. mindfulness group:
 $b = 0.86$, $t_{(181)} = 1.97$, $p = .05$, $r = .14$



passive controls vs. mindfulness group:
 $b = 1.60$, $t_{(180)} = 3.29$, $p = .00$, $r = .24$
passive controls vs. active controls:
 $b = -1.68$, $t_{(180)} = -2.03$, $p = .04$, $r = .15$

Conclusions

- The present study showed positive effects of an MBSR-training in the university context on affect and emotion regulation.
- The mindfulness group showed a decrease in depressive symptomatology in response to the training.
- The mindfulness training helped students to stay positive, even when facing the pressure of the “end of term exams”.
- Students trained in mindfulness also engaged in healthier strategies to deal with difficult emotions, i.e. increased the use of cognitive reappraisal, which may become helpful during the transition into school placements, which is perceived as extremely challenging by many young teachers.

References

- Bauer et al. (2007). Working conditions, adverse events and mental health problems in a sample of 949 German teachers. *International archives of occupational and environmental health*, 80(5), 442-449.
- Bellingrath et al. (2009). Chronic work stress and exhaustion is associated with higher allostatic load in female school teachers. *Stress*, 12(1), 37-48.
- Hülsheger et al. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology*, 98(2), 310.
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.
- Klusmann et al. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of educational psychology*, 100(3), 702.
- Kuyken et al. (2016). Efficacy of mindfulness-based cognitive therapy in prevention of depressive relapse: an individual patient data meta-analysis from randomized trials. *JAMA psychiatry*, 73(6), 565-574.